



# Program Syllabus and Classroom Procedures

Beaufort-Jasper Academy for Career Excellence

Health Science

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## Course Description

**Health Science 1**, Foundations of Healthcare Professions, is an introductory course designed to provide students with an overview of healthcare careers and foundational skills to begin their journey towards the future as a healthcare professional.

Upon completion of this course proficient students will be able to identify careers in these fields, compare the features of healthcare systems and begin to provide foundational health care skills. This course will serve as a foundation for all Health Science programs of study. The skills and knowledge that students learn in Health Science 1 serve to prepare them for future clinical experiences such as job shadowing or internships as they advance through the Health Science courses.

To advance to Health Science 2, students must achieve a score of 75% or higher in Health Science 1. General Requirements – This course is designed for students in grades 9-12. Students must have completed Biology 1 or be enrolled concurrently in Biology 1 to take this course.

**Health Science 2**, Essential Healthcare Practices course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

Upon completion of this course, proficient students will be able to build on foundational standards from Health Science 1 and incorporate patient care skills learned within a classroom and lab setting. Students will also become CPR certified.

**Health Science 3**, Health Science Human Structure, Function, and Disease acquaints students with basic anatomy and physiology of the human body. Students learn how the human body is structured and the function of each of the 12 body systems. Students will study the relationship that body systems have with disease from the healthcare point of view. This is a very “hands-on” course, and students will learn through projects and activities in the classroom. Skill procedures and foundation standards are reviewed and integrated throughout the program. Job shadowing is encouraged. This course does not count as lab science.

This course may be counted as one of the optional third unit choices in a three-unit or four-unit completer path. Pre-requisites: Biology 1 and completion of level one in Health Science 1, Sports Medicine 1 or EMS 1.

**Health Science 4**, Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through clinical experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of healthcare professions. The students in this course will review and build on all the information and skills presented in the previously required course foundation standards. The students will relay these

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skills into real-life experiences. The students, teachers, and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the district's geographic region. Students in this course must be BLS Healthcare Providers CPR certified, and HIPAA, and OSHA Safety trained before participating in any healthcare experience outside of the classroom. Clinical hours may be obtained anywhere in Beaufort or Jasper counties and may be outside of normal classroom hours. Clinical sites will be obtained by BJACE. Students will need their own mode of transportation to and from clinical. Students must attend all clinical days they are scheduled for to obtain the 40 hours required by the state. There will be no clinical make up days.

Students enrolled in this course as their 3rd or 4th course are considered completers in the Health Science Program. Students seeking a certification must be a completer in any health science pathway or have met all the requirements for the Health Science Clinical Course.

Text Book: Simmers DHO Health Science, 8<sup>th</sup> edition. Simmers, Simmers-Nartker, Simmers-Kobelak.2017

This program follows the South Carolina State Standards for [Health Science 1](#).

### Industry Certifications Available:

- Level I & II: Osha, Stop the Bleed, Basic Life Support
- Level III & IV: Nursing assistant certification

### Program Dress Code

Students will be expected to be prepared for work every day. Program dress is as follows:

#### Proper Dress Required Daily:

- Navy blue scrubs
- Black or white closed toe/non-slip shoes. (No crocs, slides, sandals or slippers etc.)
- Nail length: short ( $\frac{1}{4}$  inch). Manicured nails are allowed provided they are natural/light colors. No nail extensions will be allowed at clinical.
- Hoodies with home school or Ace logo (refer to ACE dress code policy)
- No strong-smelling lotions or perfumes allowed.
- Watch with a second hand.

\*\*\*Students are required to wear clean uniforms and proper shoes. A parent will be notified, the consequences may include reporting to ISS (In School Suspension), guidance counselor or assistant director.\*\*\*

### Expectations for Class

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- **Be courteous, kind and respectful of each other!**
- Be Professional!
- Students are expected to be present for all class periods and expected to arrive on time.
- Students are expected to sit in their assigned seats.
- Be prepared to work with different classmates.
- Students are expected to participate in morning board assignments as it relates to content within the course standards.
- During individual assignments, students are expected to complete their own work. Cheating and/or plagiarism will not be tolerated.
- Students are expected to **study and complete homework** as assigned. All missed or incomplete assignments will follow the Beaufort-Jasper Ace academic policy.

#### **Preparation for class:**

- Students are expected to come prepared with the supplies needed for the course. **Bring supplies to class!**
- Please have your tablets charged **prior** to class!!!
- **Two** composition notebooks
- One 2“3-ring binder with sectional dividers
- Pens, pencils and colored pencils. (Encouraged to have highlighters, but they are not required).
- **Two** packs of lined index cards.

#### **Communication:**

- Students and parents may communicate with me via email, office phone or messaging app.
- Any communication received after 3:30 pm will receive a response the next business day.
- Field trip information will be communicated via email and paper. Forms are to be signed by parent or guardian.

**Discipline:** ACE follows procedures for progressive discipline as outlined in the Beaufort-Jasper Academy for Career Excellence Student Handbook.

#### **Cell Phones & Ear Pods**

Phones will be collected by teachers and locked into a cell phone lock box at the start of each class. They will be returned to students during any breaks, times needed for instructional use, lunch and when permissible. **Air Pods/Buds should never be worn in class or in the shop. No Exceptions.**

## **GRADING**

All Grades are based on South Carolina State Standards

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<b>Level I &amp; Level 3</b>	<b>Grade will be based on theory work</b>
<b>Level 2 &amp; Level 4</b>	<b>Grade will be based on application (Hands-On) work</b>
<b>GRADING POLICIES:</b>	
The semester grade is determined by the total points earned in each of the following areas and the number of points corresponds with a letter grade (outlined in the student handbook). The areas of evaluation and their weight toward the grade are as follows:	
<b>A 100-90</b>	<b>B 89-80</b>
<b>C 79-70</b>	<b>D 69-60</b>
<b>F 59 or Below</b>	
AF- Attendance Failure	
<b>Summative Grades will account for 60%</b>	<b>Formatives Grade will account for 40%</b>
The goal for summative assessment is to evaluate student learning at the end of an instructional unit.	The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used to improve as needed.
<b>Missed Work Due to Absences:</b>	
It is <u>the student's</u> responsibility to obtain the homework assignments, notes & any other pertinent information that is missed during an absence.	
Missed work due to an absence: Additional time (up to five school days) and full credit will be allowed for each day of a verifiable and excused absence. Exceptions will be made in unique, deserving situations as determined by the teacher and/or administrator.	
<b>There is No Late Work at ACE:</b>	
<b>Struggling to Complete Assignment</b> - Communicate this to your teacher. You will be scheduled for Remediation during our ACE Intervention Block	
<b>Refusal to Complete Assignment</b> - You will be assigned a Working Period during lunch, CTE or before or after school to complete the assignment. You applied to come to ACE and there is a waiting list. Failure to complete work is not an option.	
<b>Employability Rubric:</b>	
Soft Skills are an essential part of each CTE Curriculum. ACE has instituted an Employability Rubric (below) which will count as a summative grade. In each program level a summative accountability rubric grade (which will be the same for each level) will be given 4 times in a semester (roughly every 4 weeks).	
<b>Statement for Academic Dishonesty:</b>	
Academic honesty is expected in all ACE classes. Cheating will not be tolerated. Consequences may include: reduction in grade on the assignment, repeat the assignment, no grade on assignment or others as deemed appropriate. Academic dishonesty will be reported to a school counselor, administration and a parent will be notified.	

ACE EMPLOYABILITY RUBRIC				
Criteria	Skill Level			
	Exceeds Standard 20pts	Meets Standard 15pts	Needs Improvement On Standard 10pts	Does Not Meet Standard 5pts
Time Management	Consistently demonstrates exceptional time management skills, exceeding expectations.	Consistently demonstrates solid time management skills, meeting expectations.	Demonstrates inconsistent time management skills, needing improvement.	Fails to demonstrate effective time management skills.
Ability to meet deadlines and submit work on time	<ul style="list-style-type: none"> <li>Prioritizes tasks effectively, consistently completing them ahead of schedule.</li> <li>Demonstrates exceptional organization, with tasks and deadlines clearly defined.</li> <li>Proactively seeks additional responsibilities, effectively managing additional workload.</li> <li>Rarely, if ever, requires reminders or extensions.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritizes tasks effectively, typically completing them on schedule.</li> <li>Maintains good organization, with tasks and deadlines generally well-defined.</li> <li>Manages workload effectively but may occasionally require reminders or extensions.</li> <li>Adapts well to changing priorities and workloads</li> </ul>	<ul style="list-style-type: none"> <li>Struggles to consistently prioritize tasks, often missing deadlines.</li> <li>Lacks clear organization, leading to occasional confusion about tasks and deadlines.</li> <li>Requires frequent reminders and extensions to meet expectations.</li> <li>Shows limited ability to adapt to changing priorities and workloads.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently misses deadlines and lacks prioritization.</li> <li>Displays disorganization, often unable to identify tasks and deadlines.</li> <li>Regularly relies on reminders and extensions to meet expectations.</li> <li>Struggles to adapt to changing priorities and workloads.</li> </ul>
Professionalism	Consistently demonstrates exceptional professionalism and uniform compliance, exceeding expectations	Consistently demonstrates good professionalism and uniform compliance, meeting expectations.	Demonstrates inconsistent professionalism and uniform compliance, needing improvement.	Fails to demonstrate professionalism and uniform compliance.
Behavior, attitude, personal presentation, uniform and appearance	<ul style="list-style-type: none"> <li>Always in uniform</li> <li>Demonstrates a positive attitude and self-control</li> <li>Appropriate language use</li> <li>Demonstrates a positive and respectful attitude toward peers &amp; instructors</li> </ul>	<ul style="list-style-type: none"> <li>Adheres to dress code and uniform policies with few exceptions</li> <li>Mostly demonstrates a positive attitude, self-control</li> <li>Appropriate language use;</li> <li>Maintains a positive and respectful attitude towards peers &amp; instructors</li> </ul>	<ul style="list-style-type: none"> <li>Requires reminders and occasional correction to adhere to dress code and uniform policies.</li> <li>Seldom exhibits a positive attitude;</li> <li>Frequently uses inappropriate language.</li> <li>Occasionally displays a less than positive attitude towards peers &amp; instructors</li> </ul>	<ul style="list-style-type: none"> <li>Regularly violates dress code and uniform policies.</li> <li>Exhibits a poor attitude;</li> <li>Often uses inappropriate language.</li> <li>Consistently displays a negative or disrespectful attitude towards peers, instructors, and supervisors.</li> </ul>
Communication	Consistently demonstrates exceptional communication skills, exceeding expectations.	Consistently demonstrates good communication skills, meeting expectations	Demonstrates inconsistent communication skills, needing improvement.	Fails to demonstrate effective communication skills.
Listening; oral and written; making sure message is received; prioritizing urgent communication	<ul style="list-style-type: none"> <li>Communicates ideas and information clearly and concisely, both in writing and verbally.</li> <li>Actively listens to others, showing empathy and understanding in interactions.</li> <li>Effectively conveys complex concepts and ideas with clarity and precision.</li> <li>Demonstrates exceptional non-verbal communication, including eye contact, body language, and active engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates ideas and information clearly, with minimal misunderstandings.</li> <li>Listens attentively and shows understanding in interactions with others.</li> <li>Conveys concepts and ideas with a reasonable degree of clarity.</li> <li>Displays adequate non-verbal communication, including appropriate eye contact and body language.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes struggles to communicate ideas and information clearly, leading to misunderstandings.</li> <li>May need improvement in active listening, occasionally appearing disengaged in interactions.</li> <li>Conveys concepts and ideas with varying levels of clarity.</li> <li>Displays occasional issues with non-verbal communication, including inconsistent eye contact and body language.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently struggles to communicate ideas and information clearly, leading to frequent misunderstandings.</li> <li>Rarely engages in active listening and may appear disinterested in interactions.</li> <li>Often fails to convey concepts and ideas with clarity and precision.</li> <li>Consistently displays issues with non-verbal communication, such as limited or inappropriate eye contact and body language.</li> </ul>

ACE EMPLOYABILITY RUBRIC				
Criteria	Skill Level			
	Exceeds Standard 20	Meets Standard 15	Needs Improvement On Standard 10	Does Not Meet Standard 5
Productivity & Quality	Consistently demonstrates exceptional productivity and quality, exceeding expectations.	Consistently demonstrates good productivity and quality, meeting expectations.	Demonstrates inconsistent productivity and quality, needing improvement.	Fails to demonstrate effective productivity and quality.
Strong work ethic; preparedness; quality of work	<ul style="list-style-type: none"> <li>Always comes to class prepared &amp; gives best effort</li> <li>Shows initiative in improving productivity and quality.</li> <li>Requires occasional supervision and corrections to maintain productivity and quality.</li> <li>Maximizes class time</li> <li>Always follows safety procedures and rules</li> </ul>	<ul style="list-style-type: none"> <li>Regularly gives best effort</li> <li>Occasionally seeks opportunities to improve productivity and quality.</li> <li>Requires frequent supervision and corrections to maintain productivity and quality</li> <li>Regularly uses class time</li> <li>Follows most safety procedures and rules</li> </ul>	<ul style="list-style-type: none"> <li>Frequently unprepared for class</li> <li>Shows limited initiative in improving productivity and quality.</li> <li>Regularly requires supervision and corrections to maintain productivity and quality.</li> <li>Poor use of class time</li> <li>seldom follows safety procedures and rules</li> </ul>	<ul style="list-style-type: none"> <li>Often unprepared for class</li> <li>Rarely seeks opportunities to improve productivity and quality.</li> <li>Consistently requires extensive supervision and corrections to maintain productivity and quality.</li> <li>Wastes class time</li> <li>Never follows safety procedures and rules</li> </ul>
Problem Solving & Troubleshooting	Consistently demonstrates exceptional problem-solving and troubleshooting skills, exceeding expectations.	Consistently demonstrates good problem-solving and troubleshooting skills, meeting expectations.	Demonstrates inconsistent problem-solving and troubleshooting skills, needing improvement.	Fails to demonstrate effective problem-solving and troubleshooting skills.
Critical thinking used to solve problems independently	<ul style="list-style-type: none"> <li>Helps peers</li> <li>Approaches problems with a systematic and creative mindset, consistently producing innovative solutions.</li> <li>Effectively identifies, analyzes, and resolves problems in a timely manner.</li> <li>Proactively seeks opportunities to troubleshoot and resolve issues.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally collaborates with other students</li> <li>Approaches problems with a logical and structured mindset, typically producing effective solutions.</li> <li>Identifies, analyzes, and resolves problems in a timely and efficient manner.</li> <li>Shows initiative in troubleshooting and resolving issues.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely collaborates with other students</li> <li>Sometimes struggles to approach problems in a logical and structured manner, leading to less effective solutions.</li> <li>Occasionally takes longer to identify, analyze, and resolve problems.</li> <li>Displays limited initiative in troubleshooting and resolving issues.</li> </ul>	<ul style="list-style-type: none"> <li>Never collaborates with other students</li> <li>Approaches problems with a rudimentary level of logic and structure, producing basic solutions.</li> <li>May take longer to identify, analyze, and resolve problems, particularly with more complex challenges.</li> <li>Shows limited initiative in troubleshooting and resolving issues.</li> </ul>

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**Outline of Topics Covered:**

- Identify trends and changes in the healthcare industry. Understand basic medical terminology and mathematical calculations as they correspond to the healthcare field.
- Demonstrate methods of delivering and obtaining information, while communicating effectively.
- Identify how key systems affect services performed and quality of care.
- Use employability skills to enhance employment opportunities and job satisfaction.
- Describe legal responsibilities, limitations, and implications on healthcare worker actions.
- Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.
- Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.
- Identify roles and responsibilities of individual members as part of the healthcare team.
- Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.
- Apply and demonstrate technical skills and knowledge common to health career specialties.
- Apply information technology practices common across health professions.